



Extracurricular Enrichment

| Organization Name | Description | Contact | |
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| | Asian American LEAD provides enrichment and development programs to Asian | | |
| | American youth through one-on-one mentoring, academic support services, life-skills | | |
| | development and assistance to parents with school-related issues affecting their | | |
| | children. It provides a nurturing environment and culturally-sensitive guidance so each | | 202.884.0322 |
| Asian American LEAD | child will be a contributing member of the community. | http://www.aalead.org/ | ext. 109 |
| | The Grassroot Project uses sports to educate youth about HIV/AIDS awareness and | | |
| Athletes United for Social | prevention. The Project empowers youth to lead healthy, responsible lives by teaching | | |
| Justice | critical thinking, decision-making, communication and resiliency. | http://www.grassrootproject.org/ | 202.559.7923 |
| | BOKS provides elementary school children opportunities for physical activity, showing | | |
| | them the benefits of exercise and healthy choices. BOKS is designed to involve parents, | | |
| | school faculty and administration and community members as advocates, trainers and | | |
| BOKS, Build Our Kids' Success | volunteers. | http://www.bokskids.org/ | 781.401.4118 |
| | The Cub Scout program helps to develop character, citizenship, leadership skills and | | |
| | values in youth ages 7–10. The boys have fun, but with a purpose. The mission of the | | |
| Boy Scouts of America, National | Boy Scouts of America is to prepare young people to make ethical and moral choices | | |
| Capital Area Council | over their lifetimes by instilling in them the values of the Scout Oath and Law. | http://www.boyscouts-ncac.org/ | 301.530.9360 |
| | With the assistance of a volunteer Chef instructor, Capital Area Food Bank offers a | | |
| | Cooking Matters program that teaches hands on meal preparation, nutrition and food | | |
| | budgeting. Participants receive recipes and a bag of groceries each week so they can | | |
| | practice what they learned at home. The mission of the Food bank is to empower | | |
| | families at risk of hunger with the knowledge, skills, and confidence to prepare healthy, | | |
| Capital Area Food Bank | affordable meals. | http://www.capitalareafoodbank.org/ | 202.644.9827 |
| | Capitol Educational Support, Inc. (CES) is a 501(c) 3 nonprofit organization whose | | |
| | mission is to create community-based academic tutorial and social mentoring programs | | |
| Capitol Educational Support | for children throughout the United States. | http://ces.reachforit.org/ | 202-341-6070 |
| | CentroNía is a multicultural learning community with a pioneering approach to bilingual | | |
| | education. Children build bilingual literacy skills and teens experiment in music with | | |
| CentroNía | artists-in-residence. Studio R.O.C.K.S. (Reading, Outdoors, Creativity, Knowledge, Self- | http://www.centronia.org/ | 202.332.4200 |

November 2015 -- Page 32 --





| | Discovery) is a before- and afterschool program that weaves together academics, | | |
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| | drama, music, dance, chess, fine arts, photography and technology. | | |
| | Chess Wizards offers extra-curricular enrichment programs at schools across | | |
| | Washington, D.C. Classes are taught by trained teachers, who inspire an enthusiasm for | | |
| | the game within the students. These programs are known for their success in helping | | |
| | children build a vast array of skills ranging from development in concentration, logical | | |
| Chess Wizards Inc. | thinking and even mathematical performance. | http://www.chesswizards.com/ | 773.583.4508 |
| | City Arts students participate in year-long paid apprenticeships and work on murals, | | |
| | mosaics and other art forms during their time in the program. In addition to gaining | | |
| | marketable artistic skills and career insights, students improve their organizational | | |
| | habits and gain self-confidence in their artistic abilities. They also learn how to make a | | |
| City Arts | positive contribution toward a team effort. | http://www.cityartsdc.org/ | 202.331.1966 |
| | City Kids Wilderness Project is an outdoor education program focused on experiential | | |
| | learning that joins youth and staff in a cooperative family atmosphere and utilizes the | | |
| | natural environment as a classroom for academic, recreational and life skills. The | | |
| | program emphasizes hands-on, applied learning of academics, builds critical thinking | | |
| City Kids Wilderness Project | skills, teaches teamwork and enhances problem-solving abilities. | http://www.livingclassroomsdc.org/ | 202.488.0627 |
| | The Colin Powell Leadership Club, which operates as a program of St. John's Episcopal | | |
| | Church, serves MacFarland Middle School students in grades 5–8. Mentors emphasize | | |
| | high expectations for academic and personal success and remind students that they | | |
| | have the potential to be great leaders and to make a difference in the world. Through | | |
| | activities and one-on-one tutoring in the classroom, students are given tools to succeed | | 703.356.4902 |
| Colin Powell Leadership Club | not only academically but also as leaders in their community. | http://www.stjohnsmclean.org/ | ext. 16 |
| | We provide a unique integrated system of supports and scholarships for underserved, | | |
| College Success Foundation | low-income students to finish high school, graduate college and succeed in life. | http://dccollegesuccessfoundation.org | 202-207-1800 |
| | Dance Place teaches students to be a vital part of their surrounding communities and | | |
| | the world at large by providing homework assistance, teaching math and building | | |
| | language skills. They also facilitate art projects that bolster creative exploration through | | |
| Dance Place | cultural discussions and field trips, community service activities and dance. | http://www.danceplace.org/ | 202.269.1600 |
| | Dreams Work strives to meet the needs of youth by providing them with the | | |
| | opportunity to gain life-building skills using the arts. They utilize their talent(s) through | | |
| Dreams Work | performances as a way to spread awareness and education about various social issues | http://www.wemakedreamswork.org/ | 240.593.6497 |

November 2015 -- Page 33 --





| | throughout the community. | | |
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| | FAN supports youth in foster care in grades 5–12 by offering academic support, group | | |
| | mentoring, extracurricular instruction, community service opportunities, leadership | | |
| | development and college and career preparation. FAN's mission is to cultivate a focus | | |
| | on youth well-being and positive | | |
| FihankraAkomaNtoaso (FAN) | development in an environment infused with safety, security and love. | http://www.fan-dc.org/ | 202.379.3080 |
| | TFS's afterschool programming helps students achieve academic success by providing | | |
| | them with supplemental academic instruction (especially in math and reading), targeted | | |
| | tutoring, homework assistance, test preparation, life skills training and recreation and | | |
| | cultural enrichment. The TFS mission is to provide a safe haven, caring adults and | | |
| | academic support for vulnerable children and youth (ages 6–12), empowering them to | | |
| Fishing School, The (TFS) | open doors to limitless possibilities. | http://www.fishingschool.org/ | 202.399.3618 |
| | The mission of Food & Friends is to foster a community caring for men, women and | | |
| | children living with HIV/AIDS, cancer and other life-challenging illnesses by preparing | | |
| Food & Friends | and delivering specialized meals and groceries in conjunction with nutrition counseling. | http://www.foodandfriends.org/ | 202-269-2277 |
| | Food for Fuel, together with International Fitness Diplomats, develops student athletes | | |
| | both mentally and physically by offering advice and programs about food choices. | | |
| | International Fitness Diplomats' nutrition programs focus on food consumption: why we | | |
| | eat, what we eat, how it affects the body and the economic impact. This program also | | |
| | offers an interactive computer program to further illustrate how the body responds to | http://www.internationalfitnessdiplomats.com | |
| Food for Fuel | certain foods | L | 202.332.5503 |
| | Through Spanish/English language writing workshops, the study of Latin American and | | |
| | Spanish playwrights and performing arts workshops, GALA promotes cultural literacy | | |
| | and community integration in an accessible environment, where students can | | |
| | experience live theater and expand their knowledge about the arts, history and issues | | |
| GALA Hispanic Theater | affecting their lives and communities. | http://www.galatheatre.org/ | 202.234.7174 |
| | Girl Scout Council of the Nation's Capital (GSCNC) has established the Young Leaders | | |
| | Program (YLP), which connects college students from local universities with girls who | | |
| | attend schools within DCPS. Over the course of six weeks, girls experience the joys of | | |
| Girl Scout Council of the | Girl Scouting and learn traditions, build courage, confidence and character and make | | |
| Nation's Capital | the world a better place. | http://www.gscnc.org/ | 202.274.3318 |
| Girls Inc. | Girls Inc. provides an afterschool program at Howard University for middle school girls. | http://www.girlsincdc.org/ | 202.806.7938 |

November 2015 -- Page 34 --





| | The program includes tutoring, homework support, mentoring, computer applications, | | |
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| | a Robotics Team and a variety of platforms that address personal growth, pre-college | | |
| | readiness and leadership development. | | |
| | GOTR uses the power of running to prepare and educate girls for a lifetime of self- | | |
| | esteem and healthy living. This includes empowering girls to avoid participation in at- | | |
| | risk activities, such as substance/alcohol use, eating disorders and the early onset of | | |
| | sexual activity, sedentary lifestyle, depression, suicide attempts and confrontations with | | |
| Girls on the Run (GOTR) | the juvenile justice system. | http://www.gotrdc.org/ | 202.258.7876 |
| | Global Kids works to ensure that urban youth have the knowledge, skills, experiences | | |
| | and values they need to succeed in school, participate effectively in the democratic | | |
| Global Kids | process and achieve leadership in their communities and on the global stage. | http://www.globalkids.org/ | 202.729.8253 |
| | Joe's Den Before and Aftercare is an enrichment tutorial program for students ages 3– | | |
| | 10. Joe's Den offers: tutoring, dance programs, yoga, golf, tennis, basic sign language | | |
| | and outside play. Joe's Den encourages self-esteem by developing high achievers for | | |
| Joe's Den | the future. | | 240.401.4057 |
| | The Junior Tennis Program includes a range of classes for ages 4–18. The program | | |
| Junior Tennis Champions | provides a structured and fun framework for learning and fosters a lasting enjoyment | | |
| Center | for the game of tennis. | http://www.thetccp.com/ | 301.779.8000 |
| | Kid Power provides academic, artistic, nutritional and service-learning opportunities for | | |
| | youth in under-served neighborhoods in DC. Kid Power's mission is to empower youth | | |
| | to become informed and engaged advocates for change in their own lives and in their | | |
| | communities. Kid Power provides one hour of rigorous academics daily, after which | | |
| | youth engage in a variety of enrichment activities including art, dance, drama, yoga, | | |
| Kid Power | skating, poetry, cooking/gardening and other exciting activities. | http://www.kidpowerdc.org/ | 202.383.4543 |
| | Children climb the Language Stars Learning Ladder, building valuable foreign language | | |
| | skills with each step up. Their full immersion programs engage, entertain and educate, | | |
| | entirely in the foreign language. Children learn to communicate actively in age- | | |
| | appropriate groups of 4–8 children. Summer programs provide increased language | | |
| | exposure through a variety of fun outdoor and indoor activities to reinforce the | | |
| Language Stars | language. | | 703.599.3522 |
| Latin American Youth Center | Students in LAYC's Educational Enhancement programs look forward to an enriching | | |
| (LAYC) | experience with emphasis on academics, leadership development and social skill | http://www.layc-dc.org/ | 202.319.2225 |

November 2015 -- Page 35 --





| | building. In order to ensure comprehensive support for students, LAYC offers | | |
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| | opportunities for health and fitness programs, technology access, college preparation, | | |
| | personal development and parental involvement. | | |
| | The objective of the MBA is to implant the ideals of good sportsmanship, honesty, | | |
| | courage, loyalty and reverence so that students may be finer, stronger and happier | | |
| | children and young adults who grow up to be good, clean and healthy citizens. These | | |
| Metropolitan Basketball League | objectives are achieved by providing adult supervised competitive athletic events. | | 240.832.9351 |
| | The Multicultural Career Intern Program provides afterschool social and academic | | |
| | services for over 1,300 children and youth at the Columbia Heights Education Campus. | | |
| | Remedial academic classes address math, reading, writing and science in both | | |
| Multicultural Career Intern | classroom settings and individual and group mentoring. MCIP also provides health and | | |
| Program, The | wellness classes and workshops and physical activities for all afterschool participants. | http://www.checdc.org/ | 202.939.7703 |
| | Saving Lives and Minds (SLAM) is an afterschool program that enhances the academic | | |
| | and social development of children by providing homework assistance, reading and | | |
| | math instruction, test taking skills and enrichment activities that center on improving | | |
| | standardized test scores, promoting higher achievement and encouraging the pursuit of | | |
| | higher education. Specific activities include: science and environmental experiments, | | |
| National Organization of | dance, poetry, quilting, American Sign Language, health and nutrition, life skills, rugby | | |
| Concerned Black Men | and cultural enrichment excursions | http://www.cbmnational.org/ | 202.783.0101 |
| | TNYP offers opportunities for interaction between students, parents and teachers | | |
| | through school and community-based events focused on reading, recreation, science | | |
| | and technology. The goal is to increase student/teacher interaction while having fun, | | |
| Next Year Project, The (TNYP) | demonstrating school pride and learning the value of a healthy lifestyle. | http://www.facebook.com/thenextyearproject | 202.829.3571 |
| | Kids + animals + academics = achievement and excitement. PAL Afterschool Program | | |
| | and Summer Camp (PAL Club) starts with students' natural affinity and curiosity for | | |
| | animals, mixes in committed and caring teachers and operates in close collaboration | | |
| | with the principal. People Animals Love works with the committed staff of Stanton | | |
| | Elementary to use best practices in afterschool and summer programming so kids | | |
| People Animals Love (PAL) | excel—and have a great time doing it. | http://www.peopleanimalslove.org/ | 202.966.2171 |
| | Playworks offers training and full-time services for schools and youth development | | |
| Playworks DC | organizations throughout Washington DC, Maryland, and Virginia. | http://playworks.org | 202-822-0097 |
| Prodigy Student Support | Prodigy is an afterschool program that promotes social and emotional development | | 202.510.4192 |

November 2015 -- Page 36 --





| Services | while addressing psychological and mental health issues that present major barriers to | | |
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| | learning. The program provides peer group counseling to advance achievement, build | | |
| | student expectations for future success and increase social behavior and character | | |
| | development. Prodigy develops youth who are empowered to embrace collective pride | | |
| | and individual purpose. | | |
| | Radio Rootz DC is a journalism training and production institute focused on producing | | |
| | stories that bring unheard voices to the fore. Students are taught how to create ground- | | |
| | breaking news critical to a vibrant democracy. It is founded on the principle that a | | |
| Radio Rootz DC | nuanced, balanced, and diverse news media is both a human right and a public good. | http://www.peoplesproductionhouse.org/ | 202.250.4939 |
| | Serve DC's Commander Ready program is a specialized component of the DC Citizen | | |
| Serve DC: The Mayor's Office | Corps program and is designed to educate and engage children ages 5–13 in emergency | | |
| on Volunteerism | preparedness training and activities. | http://www.serve.dc.gov/ | 202.727.7925 |
| | Sitar Arts Center provides arts education (visual arts, music, dance, drama and graphic | | |
| | arts) to students of all ages and skill-levels during afterschool hours. Sitar provides a | | |
| Sitar Arts Center | safe-haven and a nurturing, creative environment for personal and artistic growth. | http://www.sitarartscenter.org/ | 202.797.2145 |
| | The SoccerTots enrichment classes develop social skills and promote physical fitness in | | |
| | a structured and fun way. In addition, self-esteem and team building lessons help | | |
| Soccer Tots | children to be better attuned to the class room. | http://www.soccertotsdc.com/ | 202.550.2596 |
| | Step Afrika brings the art and energy of stepping to K–12 students of all backgrounds. | | |
| | The program integrates the energy and appeal of stepping with English language and | | |
| | social studies content. It uses stepping as a tool to demonstrate the universal life skills | | 202.399.7993 |
| Step Afrika | of teamwork, discipline and commitment. | http://www.stepafrika.org/ | ext. 103 |
| | The Student Conservation Association (SCA) provides college and high school-aged | | |
| | members with hands-on conservation service opportunities. Students learn to be | | |
| | careful stewards of the environment while working to protect and restore national | | |
| Student Conservation | parks, historic landmarks and community green spaces. The SCA allows students to | | |
| Association (SCA) | develop a variety of new skills and perspectives on the environment. | http://www.thesca.org/ | 703.524.2441 |
| | Super Leaders, Inc. is a middle and high school leadership, mentoring and drug | | |
| | prevention program for at-risk but talented students. The program is based on the | | |
| | traditional values of honesty and respect with a focus on positive peer leadership, | | |
| | group support and self-empowerment. Super Leaders identifies and trains a team of | | |
| Super Leaders, Inc. | students in selected schools to resist the negative pressures they experience in their | http://www.super-leaders.com/ | 202.409.7972 |

November 2015 -- Page 37 --





| I | homes, schools and neighborhood environments. | I | İ |
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| | By offering age-appropriate in-school Spanish language plays, Teatro de la Luna is able | | |
| | to support students academically, culturally and cross-culturally. The program exposes | | |
| | students to theater in Spanish, allows students to explore areas of cultural and ethnic | | |
| | heritages, provides positive Hispanic role models to students, develops cross-cultural | | |
| | understanding, provides students with a safe environment in which to explore self- | | |
| Teatro de la Luna | identity and engenders a life-long interest in live theater. | http://www.teatrodelaluna.org/ | 202.882.6227 |
| | Teens Count works with students, parents, families and high school administrators to | | |
| | organize unique fashion oriented programs. Teens Count allows for the learning and | | |
| | exploration of fashion through fun, adventurous, educational and culturally significant | | |
| | activities. The program builds skill and confidence on the runway, enhances total | | |
| | wellness and self-esteem, stresses the importance of fitness and nutrition and develops | | |
| Teens Count, Inc. | live performance techniques | http://www.teenscount.org/ | 202.413.2950 |
| | The Washington Youth Choir is a free afterschool music education and college | | |
| | preparatory program for students ages 13–19. The Choir seeks to enhance the | | |
| | educational experience of DC-area youth with the rigorous study and performance of | | |
| Washington Youth Choir | music and facilitate their transition out of high school. | http://www.washingtonyouthchoir.org/ | 202.293.7508 |
| | SisterAct Institute of the Women's Collective is a Youth HIV/STD Prevention Program | | |
| | committed to building the skills of African American young women living in Wards 5–8. | | |
| | Its goal is to empower young women by enabling them to take control of their sexual | | |
| Women's Collective, The | health, as well as to become peer educators for their communities. | http://www.womenscollective.org/ | 202.483.7003 |
| | The YMCA DC Youth & Government Program empowers high school students to | | |
| | become critical thinkers, responsible citizens and leaders through training in the theory | | |
| | and practice of public policy. Acting in roles as a mayor, city council members, | | |
| YMCA DC Youth and | committee members and the press, high school students debate and pass laws they | | |
| Government Program, The | believe can solve the District's problems. | http://www.dcyag.org/ | 202.380.7632 |

November 2015 -- Page 38 --